

## Hillcrest Middle

P. O. Box 151  
Dalzell, SC 29040

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	483 Students	
<b>Principal</b>	Robert Barth	803-499-3341
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	23	18	2

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Below Average	No

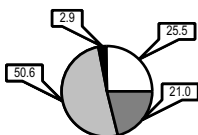
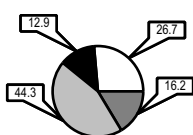
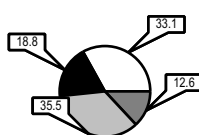
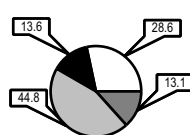
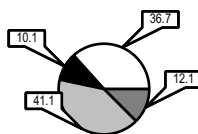
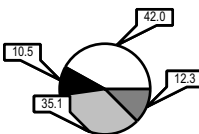
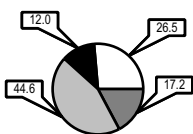
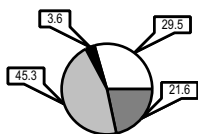
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	97.8
<b>English 1</b>	100.0	94.9
<b>Biology 1/Applied Biology 2</b>	N/A	74.9
<b>Physical Science</b>	N/A	75.6
<b>All Subjects</b>	100.0	96.4

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	451	92.7	22.2	51.3	22.5	4.0	38.1	Yes	Yes
<b>Gender</b>									
Male	249	88.0	26.8	52.2	19.5	1.5	30.7	N/A	N/A
Female	202	98.5	17.3	50.3	25.7	6.8	46.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	200	96.5	18.6	50.8	26.2	4.4	43.7	Yes	Yes
African American	233	88.8	27.2	51.8	17.4	3.6	30.3	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	373	99.7	18.5	53.3	24.8	3.4	41.3	N/A	N/A
Disabled	78	59.0	51.1	35.6	4.4	8.9	13.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	451	92.7	22.2	51.3	22.5	4.0	38.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	451	92.7	22.2	51.3	22.5	4.0	38.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	262	90.1	30.3	51.1	15.8	2.7	27.6	Yes	Yes
Full-pay meals	189	96.3	12.0	51.4	30.9	5.7	51.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	451	93.6	22.0	46.5	17.3	14.3	43.0	Yes	Yes
<b>Gender</b>									
Male	249	89.6	24.9	42.6	15.8	16.7	43.5	N/A	N/A
Female	202	98.5	18.8	50.8	18.8	11.5	42.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	200	96.0	14.3	44.0	20.9	20.9	54.9	Yes	Yes
African American	233	91.0	30.0	49.5	13.0	7.5	30.5	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	373	99.7	18.5	46.7	19.4	15.4	46.7	N/A	N/A
Disabled	78	64.1	46.9	44.9	2.0	6.1	16.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	451	93.6	22.0	46.5	17.3	14.3	43.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	451	93.6	22.0	46.5	17.3	14.3	43.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	262	91.2	29.0	49.6	14.3	7.1	34.4	Yes	Yes
Full-pay meals	189	96.8	13.1	42.6	21.0	23.3	54.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	451	99.3	32.6	36.4	12.4	18.5	31.0
<b>Gender</b>							
Male	249	98.8	38.2	30.9	10.3	20.6	30.9
Female	202	100.0	25.9	43.0	15.0	16.1	31.1
<b>Racial/Ethnic Group</b>							
White	200	99.0	22.6	32.1	13.7	31.6	45.3
African American	233	99.6	43.1	40.4	9.6	6.9	16.5
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	373	100.0	25.0	38.4	15.1	21.6	36.6
Disabled	78	96.2	68.9	27.0	0.0	4.1	4.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	451	99.3	32.6	36.4	12.4	18.5	31.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	451	99.3	32.6	36.4	12.4	18.5	31.0
<b>Socio-Economic Status</b>							
Subsidized meals	262	99.2	41.8	36.9	10.7	10.7	21.3
Full-pay meals	189	99.5	20.3	35.7	14.8	29.1	44.0

<b>Social Studies</b>							
All Students	451	99.1	27.8	45.9	12.9	13.4	26.4
<b>Gender</b>							
Male	249	98.4	32.8	38.4	13.8	15.1	28.9
Female	202	100.0	21.8	54.9	11.9	11.4	23.3
<b>Racial/Ethnic Group</b>							
White	200	98.5	20.6	44.4	14.8	20.1	34.9
African American	233	99.6	36.2	45.0	11.9	6.9	18.8
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	373	100.0	21.6	47.4	15.1	15.9	31.0
Disabled	78	94.9	57.5	38.4	2.7	1.4	4.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	451	99.1	27.8	45.9	12.9	13.4	26.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	451	99.1	27.8	45.9	12.9	13.4	26.4
<b>Socio-Economic Status</b>							
Subsidized meals	262	99.2	34.0	48.4	11.1	6.6	17.6
Full-pay meals	189	98.9	19.3	42.5	15.5	22.7	38.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	34.4	43.0	19.5	3.1	22.7
	7	158	100.0	21.8	57.1	19.7	1.4	21.1
	8	148	100.0	17.5	48.9	29.9	3.6	33.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	93.1	20.0	48.4	24.5	7.1	31.6
	7	126	92.1	28.0	48.6	20.6	2.8	23.4
	8	152	92.8	20.1	56.7	21.6	1.5	23.1
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	13.3	42.2	32.0	12.5	44.5
	7	158	100.0	25.2	48.3	16.3	10.2	26.5
	8	147	100.0	30.1	50.0	16.2	3.7	19.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	93.1	12.3	44.5	20.6	22.6	43.2
	7	126	92.1	23.4	50.5	15.0	11.2	26.2
	8	152	95.4	31.9	45.7	15.2	7.2	22.5
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	30.5	29.7	16.4	23.4	39.8
	7	158	100.0	28.6	47.6	10.9	12.9	23.8
	8	147	100.0	33.8	38.2	16.2	11.8	27.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	30.3	33.9	13.3	22.4	35.8
	7	126	99.2	39.7	31.0	12.9	16.4	29.3
	8	152	99.3	29.7	43.4	11.0	15.9	26.9
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	18.0	35.9	19.5	26.6	46.1
	7	158	100.0	42.2	44.9	7.5	5.4	12.9
	8	147	100.0	30.9	52.2	13.2	3.7	16.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	99.4	14.5	41.8	17.0	26.7	43.6
	7	126	98.4	47.0	35.7	7.8	9.6	17.4
	8	152	99.3	27.6	58.6	12.4	1.4	13.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 483)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.6%	Down from 8.2%	15.5%	16.7%
Retention rate	2.8%	Up from 2.6%	1.9%	2.5%
Attendance rate	95.9%	Down from 96.2%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%	Up from 6.7%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Down from 6.9%	0.0%	1.0%
Eligible for gifted and talented	16.6%	Up from 15.8%	18.8%	15.6%
On academic plans	38.6%	N/AV	41.1%	39.9%
On academic probation	12.1%	N/AV	0.3%	0.7%
With disabilities other than speech	17.3%	Up from 16.9%	13.1%	12.4%
Older than usual for grade	7.0%	Up from 6.7%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	75.0%	Up from 51.6%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	18.4%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	4.3%	Down from 14.8%	3.0%	5.6%
Teachers returning from previous year	76.4%	Down from 78.4%	87.7%	84.6%
Teacher attendance rate	95.0%	Down from 96.3%	94.8%	94.8%
Average teacher salary	\$40,933	Up 10.3%	\$42,812	\$42,267
Prof. development days/teacher	24.6 days	Up from 21.4 days	12.3 days	11.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 16.4 to 1	22.4 to 1	21.1 to 1
Prime instructional time	90.1%	Down from 92.0%	89.7%	89.0%
Dollars spent per pupil*	\$6,337	Up 21.6%	\$6,178	\$6,243
Percent of expenditures for teacher salaries*	58.1%	Up from 55.9%	59.8%	59.8%
Percent of expenditures for instruction*	59.7%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.9%	Down from 97.4%	98.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been an exceptional year at Hillcrest Middle School, a school with a safe, structured and nurturing environment that encourages excellence in all areas. Hillcrest offers a challenging, relevant, standards-driven curriculum supported by a highly effective faculty and staff. Our Mission Statement drives all that we do: "Believing, achieving, and succeeding through academics, citizenship, and service."

We chose three goals this year including student achievement, teacher quality, and school climate. To improve student achievement, we implemented before and after school programs to provide assistance in areas of weakness and to enhance learning and study skills. We improved student performance by teaching reading and writing strategies in all classes, both core area subjects, fine arts, business, and physical education. Students increased stamina and comprehension by participating in a unique daily thirty minute Self-Selected Reading Program. In math and science, students conducted hands-on, minds-on activities through the use of standards-based kits and manipulatives. Technology was integrated throughout the curriculum with students composing stories, drafting compositions, completing reports, and producing PowerPoint projects in content area classes.

Our second goal, teacher quality, was addressed by providing professional development and training in the latest research-based teaching strategies. Teachers attended weekly staff development workshops, participated in conferences, completed book studies, and attended summer institutes to keep current on the latest trends in education. Balanced Literacy, American History and the Jason Project are a few of the many that were completed.

Achieving our third goal, improving school climate, involved implementation and continuation of many service-learning projects. The Techno Teen Club members designed, produced, and distributed flyers providing information on activities occurring in the classroom and school-wide. We continued Project Success, designed to help at-risk students cope with problems by developing strategies for getting along with others at school and in society. Our students contributed to many community needs through the Pennies for Cancer project, Heart Walk, canned food drives, and the Math-a-Thon.

This year saw many awards and accomplishments for our student body including four Junior Scholars; one Duke TIP Scholar; a second place winner in the NCDA Poetry Contest; one student in the state level National Geography Bee; one school winner in the Lt. Governor's Writing Contest; twelve participants in the Regional Science Fair, with one the winner of the Columbia Garden Club Outstanding Achievement Award and two honorable mentions for a team project.

We are very proud of all of the accomplishments of our students. Our belief is that education is a team effort. Faculty, students, and parents working together make Hillcrest Middle School a great place to learn and grow.

Robert Barth, Principal  
Charles Geddings, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	124	69
Percent satisfied with learning environment	47.8%	50.0%	69.1%
Percent satisfied with social and physical environment	78.3%	64.2%	76.1%
Percent satisfied with school-home relations	56.5%	77.2%	70.1%

\*Only students at the highest middle school grade level at this school and their parents were included.